

LIVED EXPERIENCE WORKFORCE PROJECT (LEWP)

2015 Training Needs Analysis: Summary Document

Overview

14 NGOs responded to the survey. Of a total of 601 staff, 181 responded (30%). The results in this document provide a snapshot of the full survey responses.

| | Manager or Team Leader | Case Manager or CSW | Lived Experience Worker ('LEW') | Totals |
|-------------------------|------------------------|---------------------|---------------------------------|--------|
| 14 organisations | 103 | 448 | 50 | 601 |
| Respondents | 36 | 118 | 27 | 181 |

1. Leading, working with Lived Experience Workers (LEWs) and Understanding the Lived Experience (LE) Skill Set

| Managers, Leaders | Case Managers, Community Support Workers | Lived Experience Workers |
|--|--|--|
| 80.65% manage lived experience staff (mostly supervisory roles) | 86.67% work with lived experience employees | Believe the role and skill set are most understood by self and least understood by other consumers |
| Understanding the lived experience role identified as the main skill or knowledge required to supervise lived experienced workers effectively - followed by understanding peer work principles | 91.49% have lived experience employees in their organisation | 60%: organisation understands the lived experience role |
| 34.38% have a clear understanding of the lived experience role and skill set. 6.25% have no understanding | 43.01% have a clear understanding of the lived experience role and skill set | 26.67%: clear Job Descriptions help others to understand lived experience roles and skill set |
| 19.23% had received limited training around lived experience workforce. 15.38% had received some training, 3.85% had none | 11.83% of respondents have little understanding, 1.08% have no understanding | 20% believe research/evidence for peer work assists others to better understand |
| | Some had attended lived experience-related training, a number had not | 13.33% (each of the following) effective supervision, promotion of the lived experience role and training assist others to understand lived experience |
| | 53.49%: understanding comes from working alongside lived experience staff, 29.07% through own lived experience; other factors - shadowing peer | |

| | | |
|---|--|--|
| <p>7.69% of respondents stated that the lived experience role was embedded in their workplace culture</p> <p>30% felt that understanding comes from working with lived experience staff, having position descriptions and organisational frameworks around lived experience, training and education, experience within the sector and having own lived experience (20%)</p> <p>10.71% of respondents do not feel confident to have conversations with lived experience workers, regarding their mental health</p> <p>Leadership is the most important skill required in leadership role:</p> <ul style="list-style-type: none"> • Only 40.63% hold leadership qualifications • 29.63% completed some type of leadership training in the past 12 months • 28.57% wish to complete management, leadership, coaching or supervising training in the next 12 months <p>36.36%: training and professional development around the lived experience role and skill set, will provide the greatest opportunity to increase understanding</p> | <p>workers on the job/talking and spending time with them, introductory and ongoing peer work-related training, defined role clarity</p> <p>Building rapport: the most important skill to this group's role, followed by communication/interpersonal skills, understanding recovery and working in collaboration with others. Other skills: understanding mental health, empathy, balance and self-care, patience and understanding services</p> | <p>Greatest support required in current role = effective supervision (55.56%)</p> <p>Feeling adequately equipped / skilled to have difficult conversations or to advocate for own role to:</p> <p>Work colleagues –</p> <ul style="list-style-type: none"> • 36.36% very well • 36.36% well • 27.27% somewhat • 0% not at all <p>Manager/Supervisor –</p> <ul style="list-style-type: none"> • 36.36% very well • 36.36% well • 27.73% somewhat • 4.55% not at all |
|---|--|--|

Identified Needs

Managers and Leaders:

- Embedding the lived experience role and skill set within organisational cultures
- Training, mentoring and open/difficult conversations to better understand the lived experience role, worker's unique mental health and recovery journey, peer work principles and stigma reduction

Case Managers and Support Workers:

- Increased opportunity for lived experience workers to mentor case managers/support workers, including 'shadowing' in their role
- Greater collaboration with other peer workers, experts and organisations/services

LEW's:

- Greater openness, communication, support and understanding in the supervisor/lived experience worker relationship - difficult conversations, self-advocacy for worker support and to reduce workplace stigma

All three groups:

- Clarity across the sector through position descriptions, organisational frameworks, clear definition of lived experience and related roles /competencies (consistent Standards and Guidelines)

To think about

There appears to be discrepancy between how Managers and Leaders feel LE is embedded within their organisational culture, how many have a clear understanding of LE and how LEW's perceive their organisation understands LE as a role and skill set

LEW's feel most supported through effective supervision, yet many Managers/Leaders do not have leadership qualifications or training and some are not comfortable discussing LEW's mental health (a valuable and potentially vulnerable aspect of the worker's skill set). Some LEW's do not feel comfortable advocating for their role or having difficult conversations with Managers/Leaders

How does your organisation clarify the role of LE work? (e.g. Policies and Procedures, recruitment, Job Descriptions, training, utilisation of LEW's within the organisation such as organisational design and consultation etc.)

2. Recruiting and retaining LEWs

| Managers, Leaders | Case Managers, Community Support Workers | Lived Experience Workers |
|--|--|--|
| <p>Most work full time</p> <p>45.45% intend to stay in the mental health for more than 5 years</p> <p>33.3% have not received adequate training around recruitment and retention of LEW's</p> <p>7.69%: lived experience role embedded in their workplace culture</p> <p>72.22% felt training and knowledge is required to reduce workplace stigma around LEW's</p> | <p>Most work full time</p> <p>70.3% intend to stay in the mental health sector for more than 5 years</p> | <p>73.91% part time, 17.39% casual, 8.70% full time</p> <p>72.73% intend to stay in the MH sector for more than 5 years</p> <p>26.67%: clear Job Descriptions help others to understand lived experience roles and skill set</p> <p>Greatest support required in current role = effective supervision (55.56%)</p> |
| <p>Identified Needs</p> <p>Managers and Leaders:</p> <ul style="list-style-type: none"> • Adequate training around recruitment and retention of lived experience workers, include workplace stigma reduction • Embedding the lived experience role and skill set within organisational cultures <p>All three groups:</p> <ul style="list-style-type: none"> • Clarity across the sector through position descriptions, organisational frameworks, clear definition of lived experience and related roles /competencies (consistent Standards and Guidelines) | | |
| <p>To think about</p> <p>This is a deeply committed workforce, facing significant change in the next few years</p> <p>A third of Managers and Leaders have not received training in recruiting and retaining LEW's (including workplace stigma)</p> <p>LEW's feel most supported through effective supervision, organisational understanding through clarity of role (e.g. clear Job Descriptions)</p> <p>Opportunities for career advancement for LEW's; peer leadership</p> | | |

3. Utilising the LE role and skill set within the organisation

| Managers, Leaders | Case Managers, Community Support Workers | Lived Experience Workers |
|--|--|---|
| 56% see LEW as case workers within their organisation | 30.8% of see LEW as case workers | 95.45% report that consumer or carer support forms part of their role |
| <p>Identified Needs</p> <p><i>LEW's:</i></p> <ul style="list-style-type: none"> • More opportunity for lived experience workers to meet e.g. interagency meetings, forums, conferences and other catch ups <p><i>All three groups:</i></p> <ul style="list-style-type: none"> • More effective use of lived experience roles, to better inform and support organisational design, rather than becoming 'lost' within the confines of a specific role (e.g. case worker) | | |
| <p>To think about</p> <p>The perception of the role of LEW within organisations is vastly different for each group</p> <p>Role clarification is vital</p> <p>There is a need for greater flexibility within Job Descriptions, to utilise the LE worker's unique skills more effectively within organisations and for LEW's to meet with other LEW's (internally or externally)</p> | | |

4. LEW development

| Managers, Leaders | Case Managers, Community Support Workers | Lived Experience Workers |
|---|---|--|
| <p>28.57% intend to complete management, leadership, coaching or supervising training in the next 12 months</p> <p>68.75% hold a relevant MH qualification</p> <p>Many identified there are qualifications that would be highly relevant to their role or career</p> <p>Therapeutic skills (working with clients), especially trauma informed care, is the most commonly desired training for the next 12 months</p> <p>Most preferred online and mentoring training methods, closely followed by face-to-face/classes</p> | <p>A highly qualified group, ranging from Cert III to Masters</p> <p>Nationally recognised qualifications that would assist in work and career: qualifications, psychology, mental health, social work, project management, counselling, AOD, and peer work</p> <p>40.43% of respondents intend to commence a nationally recognised qualification in the next twelve months</p> <p>74.76% <i>do</i> need skills training, refresher or development (particularly AOD, mindfulness, motivational interviewing, working with clients, mental health, grief and loss, trauma informed care and recovery)</p> <p>A high number of people were willing to undertake <i>any</i> professional development on offer – especially trauma informed care</p> | <p>85.71% hold a relevant nationally recognised qualification, 57.14% at certificate level</p> <p>47.62% intend to complete a nationally recognised qualification in the next 12 months, most at post grad or diploma level</p> <p>Cert IV in MH PW noted as the most relevant qualification to assist in their work and career - 16.67% identified the Cert IV in Mental Health Peer Work as a training need for their current role</p> <p>In the past 12 months, motivational interviewing, group facilitation and trauma informed care were the most popular training courses attended (16.67% each)</p> <p>86.96% require skills training – refresher or development</p> |
| <p>Identified Needs</p> <p>LEW's:</p> <ul style="list-style-type: none"> • Lived experience focused nationally recognised qualification – Cert IV in Mental Health Peer Work (survey comment: “invaluable”) <p>All three groups:</p> <ul style="list-style-type: none"> • Money and time as the most significant barriers to attending training, professional development and undertaking a qualification • Affordable, accessible training that works with time constraints of the role • Training opportunities around working with clients (e.g. trauma informed care, BPD) • NGO's need to increase the funds dedicated to organisational training budgets and view this with high importance | | |

To think about

This is a highly qualified workforce, keen to develop and grow in knowledge and skills

Money and time are preventing a majority of workers from attending further training, professional development or undertaking a qualification

Consider internal training opportunities - current or potential (skills/knowledge matrix may determine expertise of staff that can be utilised)

Collaborating and partnering with other organisations around training

Training budgets

Flexibility of staff roles to attend training

Mentoring opportunities for learning on the job

Online options

Opportunities for career advancement for LEW's, particularly when highly qualified; peer leadership